

CHAPTER 77
STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

[Prior to 9/7/88, see Public Instruction Department[670]Ch 76]

281—77.1(256) General statement. Programs of practitioner preparation leading to licensure in Iowa are subject to approval by the Iowa board of education, as provided in Iowa Code chapter 272.

281—77.2(256) Institutions affected. All Iowa colleges and universities engaged in the preparation of practitioners and which are seeking state board approval of their programs (hereinafter institutions) shall meet the standards contained in this chapter.

281—77.3(256) Criteria for Iowa practitioner preparation programs. Each institution seeking approval of its programs of practitioner preparation shall file evidence of the extent to which it meets the standards contained in this chapter by means of a self-evaluation report. After the state board has approved the practitioner preparation programs filed by an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

281—77.4(256) Approval of programs. Approval of institutions' practitioner preparation programs by the state board shall be based on the recommendation of the director of education (hereinafter director) after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, shall be for a term of five years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at the next regularly scheduled meeting of the state board. The institution may also reapply at its discretion when it is ready to show what actions have been taken along the lines of suggested improvement.

281—77.5(256) Visiting teams. Upon application or reapplication for approval, a team shall visit each institution for evaluation of its practitioner preparation program. The membership of the team shall be selected by the practitioner preparation and licensure bureau with the concurrence of the institution being visited. The team may include faculty members of other practitioner preparation institutions within or outside the state; personnel from elementary and secondary schools, to include classroom practitioners; personnel of the department of education; and representatives from professional education organizations. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit.

The expenses for the visiting team shall be borne by the institution.

281—77.6(256) Periodic reports. Institutions placed on the approved programs list may be asked to make periodic reports upon request of the department which shall provide basic information necessary to keep records of each practitioner preparation program up to date, and to provide information necessary to carry out research studies relating to practitioner preparation.

281—77.7(256) Reevaluation of practitioner preparation programs. An institution shall file a self-evaluation of its practitioner preparation programs at any time deemed necessary by the director. Any action for continued approval or rescission of approval shall be approved by the state board.

281—77.8(256) Approval of program changes. Upon application by an institution, the director is authorized to approve minor additions to, or changes within, the institution's approved practitioner preparation program.

When an institution proposes a revision which exceeds the primary scope of its programs, the revisions shall become operative only after having been approved by the state board.

281—77.9(256) Institutional standards. The institution shall:

1. Be organized such that it ensures consistent policies and practices with reference to the different segments of the practitioner preparation program regardless of the administrative units under which they operate, and facilitates the continuing development and improvement of the practitioner preparation program.

2. Be organized such that the responsibility for the administration and coordination of practitioner preparation programs is assigned to one individual, and this responsibility is clearly outlined and identified.

3. Be organized such that the person so assigned in paragraph "2" or a designee is responsible for recommending students for Iowa licensure and endorsements, and there shall be announced and written policies of procedures followed in recommending students for Iowa licensure and endorsements.

4. Be organized such that it designates the unit within the institution charged with the responsibility and authorization to act, within the framework of institutional policy, on all matters relating to practitioner preparation programs.

5. Have the financial resources available to support the scope of the practitioner preparation programs offered.

281—77.10(256) Organization for practitioner preparation standards. The unit responsible for practitioner preparation shall:

1. Provide planning for practitioner preparation curricula.

2. Develop and implement policies that govern the admission and retention of students to practitioner preparation curricula.

3. Develop and implement policies and criteria for satisfactory completion of all practitioner preparation curricula.

4. Appoint an advisory committee composed of classroom practitioners and other education personnel which reflects racial diversity, gender balance, and includes persons with disabilities. This committee shall be involved in the review and development of practitioner preparation programs.

5. Annually solicit the views of the education community, including its advisory committee, regarding the institution's practitioner preparation program. A summary of this report shall be filed with the bureau of practitioner preparation and licensure by September 1 of each year.

281—77.11(256) Practitioner preparation student standards.

1. There shall be announced and written policies by which students apply for admission to practitioner preparation programs.

2. There shall be announced and written criteria for admission to practitioner preparation programs. The institution shall show evidence that the criteria selected took into consideration such factors as: college entrance examination scores, grade point average, basic skills, understanding of and personal characteristics necessary to teaching, and observations by faculty.

3. There shall be announced and written policies by which students apply for admission to student teaching.

4. There shall be announced and written criteria for admission to student teaching. The criteria shall include a review of the student's record of scholarship, performance in an area of specialization, competence in the professional sequence, and observations by faculty.

5. The institution shall provide students in practitioner preparation with counseling services to include but not be limited to academic, program, and personal counseling.

6. The institution shall provide a faculty advisor for each student admitted to practitioner preparation. The faculty advisor shall have an understanding of the practitioner preparation program to be followed by each advisee.

7. The institution shall have current data on practitioner supply and demand which shall be available to all students in practitioner preparation.

8. The institution shall provide a placement service for its students in practitioner preparation.

9. The institution shall provide evidence that students in practitioner preparation have the opportunity through a formal means to express their views regarding the practitioner preparation programs offered and that their views are considered in the development and modification of practitioner preparation programs.

10. The institution shall maintain a system of student records identifying those in practitioner preparation and containing information pertinent to all phases of their practitioner preparation program.

281—77.12(256) Practitioner preparation faculty standards.

1. The collective competence and background of the total practitioner preparation faculty shall reflect a balance of theory, experience, and knowledge appropriate to the practitioner preparation programs being offered.

2. Faculty members in professional education shall have preparation and have had experiences in situations similar to those for which the practitioner preparation students are being prepared.

3. Faculty members in professional education shall have and maintain an ongoing involvement in activities in elementary, middle, and secondary schools. The activities shall include at least 40 hours of team teaching during a period not exceeding 5 years in duration at the elementary, middle, or secondary level.

4. Faculty members who teach methods courses in subject areas shall be familiar with current practices concerning such areas in elementary, middle, and secondary schools.

The practitioner preparation unit shall submit evidence that the college or department of education is communicating with other colleges or departments in the institution so that practitioner preparation students may integrate methodology with subject matter areas of specialization.

5. The institution shall provide evidence that faculty members in practitioner preparation are provided the opportunities, through faculty development, to grow professionally through participation in activities related to their assignments.

6. The institution shall provide conditions essential to the effective performance by the practitioner preparation faculty which shall include policies establishing maximum limits for teaching and supervisory loads and other assigned responsibilities.

7. The institution shall evaluate instruction in terms of instructional competence to provide the programs for which approval is sought.

8. Part-time faculty, when employed, shall be identified and shall meet the requirements for appointment as a full-time faculty member or be employed to fill a need for staff to support instruction.

281—77.13(256) Resources and facilities standards.

1. The library shall serve as the principal material resource center for instruction, research, and other services pertinent to the practitioner preparation programs; library administrative procedures and equipment shall conform to accepted media practices, including cataloging methods and adequate hours of accessibility; the library shall be administered by professionally prepared personnel.

2. A materials laboratory or center shall be maintained either as part of the library or as a separate entity. It shall be available to students and faculty as a laboratory of materials of instruction, contain an array of media, technology, and materials commonly used in elementary, middle, and secondary schools, and shall be administered by professionally prepared personnel.

3. Classrooms, offices, clerical assistance, equipment, and similar resources essential for practitioner preparation shall be provided to support the scope of practitioner preparation programs being offered.

281—77.14(256) Curricula standards for practitioner preparation programs.

77.14(1) Programs for the preparation of practitioners shall operate under a stated set of purposes and objectives and these objectives shall reflect the institution's conception of the practitioner's role, and shall be explicit both in formal statements and evidenced by practical application.

77.14(2) Curricular programs for the preparation of practitioners shall be designed to achieve the desired objectives and shall reflect the judgment of members of the faculty, students, graduates of practitioner preparation programs and professional associations.

77.14(3) The general education component for practitioner preparation students is a planned program determined jointly by faculty members in practitioner preparation and faculty in academic areas.

77.14(4) The general education component for practitioner preparation shall include but not be limited to those studies known as liberal arts which shall embrace the areas of humanities, mathematics, biological and physical sciences, and the social and behavioral sciences.

77.14(5) The program of professional preparation for teaching shall provide a range of studies and experiences to include but not be limited to the following:

a. In-depth experience with children or youth shall be provided and required early in the practitioner preparation program for all students. The institution shall develop a program of designed, basic experiences that include both observation and participation in teaching activities in a variety of school settings to develop in potential practitioners an understanding of the nature of the teaching process and the role of the classroom practitioner. These field experiences shall comprise a total of at least 50 hours' duration at least 40 hours of which shall occur after a student's admission to an approved practitioner preparation program.

b. Knowledge of the processes of human growth and development, and learning, and the practical application of this knowledge to teaching with specific emphasis on each grade level endorsement program in which practitioners are being prepared.

c. Knowledge and utilization of methods, materials, media, and electronic technology, appropriate to teaching, with special emphasis upon the student's field of specialization. Methods instruction shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

d. Understanding of the philosophical and sociological foundations underlying the development and organization of public education in the United States.

e. Understanding of the purposes, administrative organizations, and operation of the total education program of the school.

f. Ability to teach effectively, to communicate effectively and to work ethically and constructively with pupils, practitioners, administrators, and parents, and to have an understanding of the role of the board of education and the functions of other education agencies in the state.

g. The program shall require study of skills and strategies to be used in classroom management of individual, and of small and large groups under varying conditions.

h. The program shall require prospective practitioners to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

i. Preparation in human relations shall be included in programs leading to practitioner licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

j. A student teaching experience:

(1) Shall be required of all practitioner preparation programs and shall be a minimum of 12 weeks in duration during the student's final year of the practitioner preparation program.

(2) Shall be a full-time experience.

(3) Shall be designed both as a growth and learning experience and as an evaluation of potential for teaching and licensure.

(4) Shall include observation, provide for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provide for intensive and continuous involvement.

(5) Shall continue until the student has achieved the stated objectives, or it is determined the student is not qualified and the student teaching is terminated.

(6) Shall provide an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of college or university personnel who are experienced in and have continuing experience with elementary, middle, or secondary teaching, and properly licensed, experienced personnel from the cooperating school.

(7) Shall provide for the student a professional evaluation of the student teaching experience which is a cooperative process that involves both the faculty member supervising the student practitioner and the cooperating practitioner and which is an essential part of professional counseling for the student as a person and for recommendation for certification.

(8) The student teaching experience shall consist of interactive experiences involving the institution, the student practitioner, the cooperating practitioner and administrative personnel from the cooperating practitioner's school district.

77.14(6) The cooperating school(s) selected as sites for student teaching and other field experiences shall be chosen because of:

a. The commitment of the administrators and instructional staff to participate in the preparation of practitioners and their willingness to supervise students preparing to be practitioners;

b. The appropriateness of the school's resources as a laboratory for varied field experiences.

77.14(7) There shall be a written agreement between the institution and the cooperating school for student teaching and other field experiences.

The institution shall annually offer a workshop of at least one day in duration for prospective cooperating practitioners. The workshop shall define the objectives of the student teaching experience, review the responsibilities of the cooperating practitioner, and provide the cooperating practitioner other information and assistance the institution deems necessary.

77.14(8) The cooperating practitioners shall be selected by agreement of the cooperating school, instructional professional staff, and the institution on criteria mutually agreed upon, but which must include that the cooperating practitioners be properly licensed, and have teaching experience.

77.14(9) The institution shall have available, either through faculty within the institution, or through mutually agreed upon criteria with other institutions' faculty, the provision for the direct supervision of students to give assistance and guidance during their student teaching or other field experiences.

77.14(10) Each endorsement area program filed shall be:

a. Built upon a statement of purposes and objectives of teaching in the area of the school curriculum.

b. Designed to meet the guidelines established by the state board.

281—77.15(256) Practitioner preparation evaluation standards. The institution shall:

1. Develop a written evaluation procedure for use by the cooperating practitioner and a form for evaluating student practitioners which when completed is to be placed in the student practitioner's permanent record.

2. Define and implement procedures to evaluate the graduates from practitioner preparation programs after they enter the teaching profession. Such evaluation shall determine the adequacy of their preparation, and their competence as practitioners.

3. Define and implement procedures to assess the quality of its graduates when they complete the practitioner preparation program and apply for recommendation for licensure and entry into the profession.

4. Show evidence that it uses the results of its evaluation in the modification and improvement of its programs.

These rules are intended to implement Iowa Code chapter 256.

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